

VISIT...

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Tutor Teaching Tips

Repeated Reading • S-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Trouble with English* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child has too much difficulty, drop to a lower level for the next session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What was Ting Yao's problem? (She was having trouble with English)

Why didn't she think English would be hard to learn? (She had learned Mandarin, a hard language.)

What phrases give her trouble? (idioms: "putting me on," "hold everything")

If time permits, repeat the steps above using part 2 of the passage, *The Trouble with English*.

Optional Activity



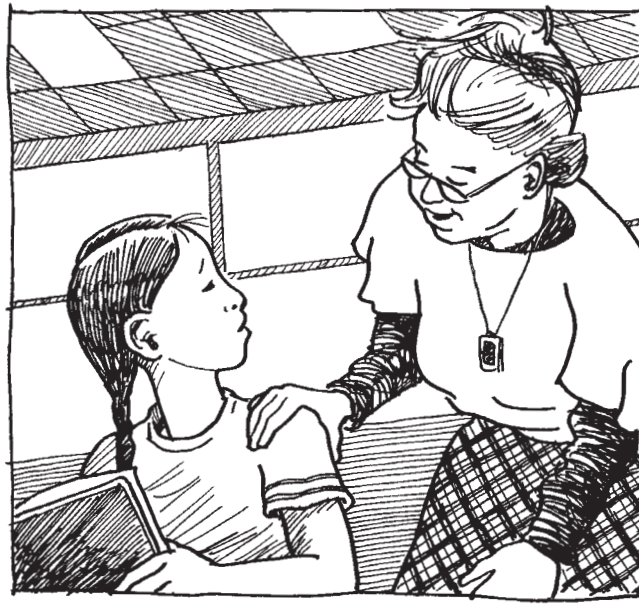
5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them idiom side up. Have the child draw a card, read the sentence, and tell you what the underlined idiom means in the context of the sentence. Have the child turn the card over to check his/her answer. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

My name is Ting Yao, and two years ago, I came to this country 14
 from Shanghai, China. I love a lot of things about my new 26
 country. But one of the things I hate is having to learn a new 40
 language. Everyone told me that English would be hard to learn, 51
 but I figured that I had already learned Mandarin, which is a 63
 hard language. But English just doesn't seem to make sense. 73

It is not just pronouncing words that causes me trouble. English 84
 has a lot of crazy phrases that my teacher says are called 96
 idioms. One of my friends told me that Tommy Jackson was just 108
 "putting me on." Tommy Jackson has never been very nice to 119
 me, but he has never put me on. You put clothes on, not people. 133
 Then there was the time when my teacher told us to "hold 145
 everything." I grabbed my desk and books, but I couldn't hold 156
 everything. 157

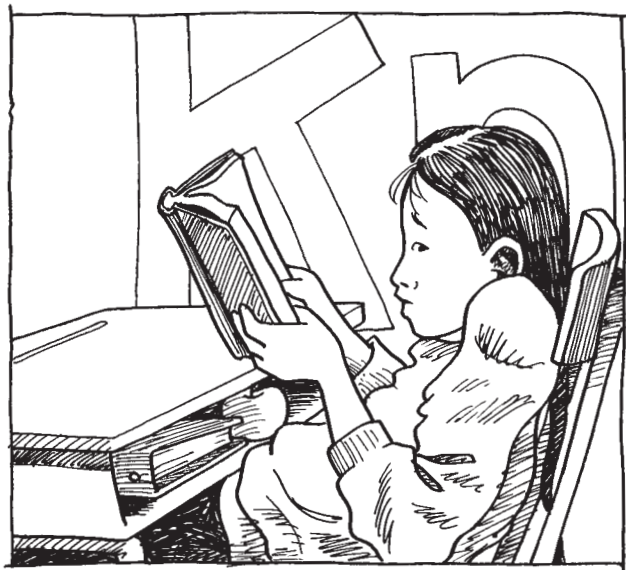


Part 2

In English, one letter can make many sounds. The C in the word 13
 "cat" makes a different sound than the C in the word "circus." 25
 Then, there are silent letters like the K in "know." I had thought 38
 that the letter K made the same sound as C in "cat." That was 52
 confusing enough—why would you want two letters that make 62
 the same sound? But then there are words like "know," "knee," 73
 and "knack." During read-aloud time, I mess up and I feel so 86
 embarrassed. 87

When I looked at the words "comb," "bomb," and "tomb," I 98
 thought that they all sounded the same except for the first letter. 110
 Wrong. Every one is pronounced differently. 116

But despite the confusion and embarrassing moments, I keep 125
 getting better the longer I am in my new country. Maybe one 137
 day I will speak English as well as if I were born speaking it. 151

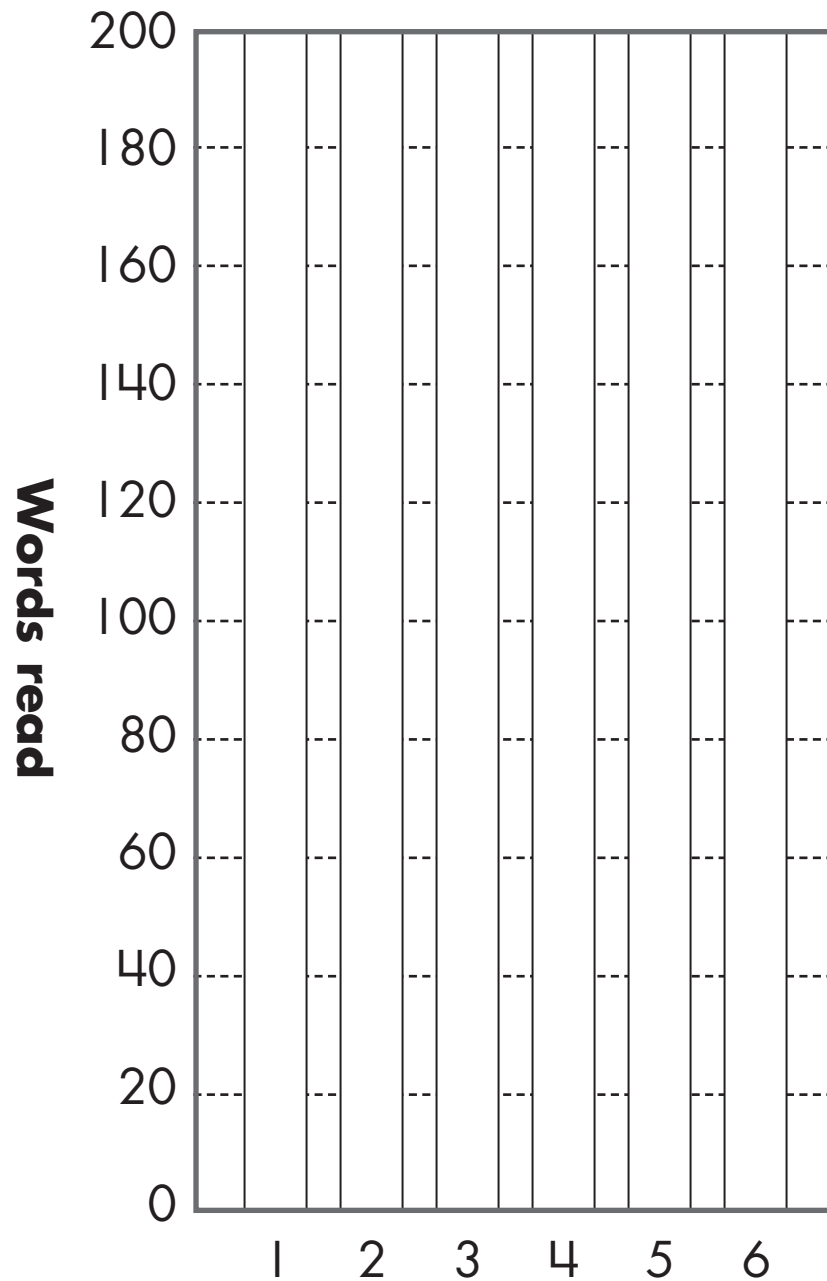


Fluency

Repeated Reading Bar Graph

Lesson S-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson S-6

His new car was
a lemon.

She got up on the wrong
side of the bed.

I felt like a million dollars.

She was on cloud nine
when she passed
the test.

After working eight
hours, we called it
a day.

We all need to stick
together so we don't
get lost.

Charlie told a joke to
break the ice.

The answer to the
question dawned on me.

Sara bent over
backwards to make
her guests happy.

Before her recital, Tara
got the jitters.

Learning to ride a bike
was a piece of cake
for Sally.

Reading mystery books
is my cup of tea.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson S-6

really good

4

upset or cranky

3

something that doesn't
work well

5

stay with each other;
work together

3

stopped

2

happy

1

worked extra hard

3

suddenly remembering
something you've
been thinking about for
a while

5

make others
comfortable

4

something I like

2

easy

1

nervous

2

